DOCUMENT RESUME

ED 394 011 CE 071 328

TITLE Adult Learning & Literacy Clearinghouse Fact Sheets. [Revised].

INSTITUTION Office of Vocational and Adult Education (ED), Washington, DC. Adult Learning and Literacy Clearinghouse.

PUB DATE Mar 96

NOTE 22p.; Contains revisions of 10 fact sheets from ED 382 851. Printed on colored paper.

PUB TYPE Viewpoints (Opinion/Position Papers, Essays, etc.) (120)

EDRS PRICE MF01/PC01 Plus Postage.

DESCRIPTORS Adult Basic Education; *Adult Literacy; *Clearinghouses; Correctional Education; *Demonstration Programs; Disabilities; Educational Research; *Educational Resources; *Federal Programs; High School Equivalency Programs; Information Dissemination; *Literacy Education; Older Adults; Program Descriptions; Publications; Volunteers; Workplace Literacy

IDENTIFIERS Adult Education Act; Family Literacy

ABSTRACT

The fact sheets in this packet provide updated information about the following: (1) the Federal Adult Education and Literacy Program; (2) the major estimates and definitions of adult illiteracy in the United States; (3) volunteerism; (4) the Division of Adult Education and Literacy Clearinghouse; (5) literacy education for older adults; (6) adult basic education (ABE) programs for adults with disabilities; (7) correctional education; (8) adult secondary education; (9) family literacy; and (10) workplace literacy. Sources of additional information are listed on each sheet. (KC)

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ED 394 011

Adult Learning & Literacy Clearinghouse

Fact Sheets

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Fact Sheet 0

ADULT LEARNING & LITERACY

Clearinghouse

March 1996

The Federal Adult Education and Literacy Program

The Assistant Secretary for Vocational and Adult Education has responsibility for coordination of all literacy related programs and policy initiatives in the U.S. Department of Education.

The Division of Adult Education and Literacy, in the Office of Vocational and Adult Education (OVAE), administers the Adult Education Act, Public Law 100-297, as amended by the National Literacy Act of 1991. The Adult Education Act is the Department's major program that supports and promotes services for educationally disadvantaged adults. The Division maintains cooperative and consultative relations with Federal, State and local agencies that provide basic skills services. It maintains a Clearinghouse that offers national information resources on issues and trends in adult education and literacy, publishes a quarterly newsletter, the ***A.L.L. Points Bulletin***, and reports on promising practices in adult education.

Adult Education Act Programs

Basic Grants to States

The program of Basic Grants to States is the major source of Federal support for basic skills programs. The purpose of the program is to provide educational opportunities for adults over the age of 16, not currently enrolled in school, who lack a high school diploma or the basic skills to function effectively in the workplace and in their daily lives.

Basic Grants to States are allocated by a formula based upon the number of adults, over age 16, who have not completed high school in each State. States distribute funds to local providers through a competitive process based upon State-established funding criteria. Eligible providers of basic skills and literacy programs include: local educational agencies, community-based organizations, correctional education agencies, postsecondary educational institutions, public or private nonprofit agencies, institutions that have the ability to provide literacy services to adults and families, and for-profit agencies, institutions or organizations which are part of a consortium that includes a public or private nonprofit agency, organization or institution.

Local programs of instruction emphasize the acquisition of basic skills including: reading, writing, computation, communication and problem solving.

Courses on instruction include Adult Basic Education (ABE), Adult Secondary Education (ASE), and English as a second language (ESL). ESL services for limited English proficient adults continues to be the fastest growing component of the adult education program.

Information on the basic grants in each state is available from the state director of adult education. A ***List of State Directors of Adult Education*** is available from the DAEL Clearinghouse. It may also be obtained by calling DAEL's FactsLine service and requesting FactsLine document number 02003.

The 1995-96 Program Year budget for the Adult Education Basic Grants to States totals $252.3 million.

Workplace Literacy Partnerships Program

The discretionary Workplace Literacy Program provides assistance for demonstration projects that teach literacy skills needed in the workplace through exemplary partnerships between business, industry, labor organizations or private industry councils, and educational agencies. Federal assistance in establishing workplace literacy programs is available through a competitive grant process. The Federal government pays 70% of the costs of setting up the program, and a 30% match is required from the partners.

This highly competitive program has awarded $118.9 million for 299 demonstration projects in 41 states, the District of Columbia, Puerto Rico, and Guam since its establishment in 1988. Funding levels have increased from $9.5 million, awarded to 37 projects in 26 states, in FY 1988 to $18.5 million awarded to 45 projects in 27 states in FY 1994. The FY 1994 cycle ends in the summer of 1997.

The 1995 post-rescission budget included $12.7 million for the National Workplace Literacy Program.

Fact Sheet 16 on the National Workplace Literacy Program is availble from the DAEL Clearinghouse. Fact Sheet 16 is also available by calling FactsLine and requesting document number 03016.

National Program

The National Program provides funding for research and evaluation studies in the field of adult education and literacy. Current projects include: an evaluation of Section 353 special demonstration and teacher training programs, a National Adult Literacy Survey (NALS) technical assistance contract, professional development assistance, a technical assistance project for state accountability and assessment, a US-Mexico border project, and four workshops on volunteerism. In addition, the National Program supports a major study funded jointly with the Departments of Labor and Health and Human Services: The JOBS Evaluation Project. The National ESL Clearinghouse on Literacy Education (NCLE) receives a portion of its support through the National Program. A list and description of funded projects is available from the DAEL Clearinghouse (***Putting Research Results to Work: A Guide to the Adult Education National Program***).

The National Literacy Act of 1991 established a National Institute for Literacy. The Institute is authorized in order to improve and expand the system for the delivery of adult education and literacy services. Funds to support the National Institute for Literacy are included in the Department's funding for research and evaluation.

National Program funding for 1995 totals $8.8 million, $4.9 million of which will support the National Institute for Literacy.

Literacy Programs For State and Local Prisoners

The National Literacy Act of 1991 established two new discretionary grant programs for services to the incarcerated. These programs provide grants to establish demonstration or system-wide functional literacy programs for adult prisoners and to establish programs designed to reduce recidivism through the development and improvement of life skills for reintegration into society. State and local corrections or correctional education agencies may apply for grants under these two programs. More information on correctional education is available in Fact Sheet 10 on Correctional Education from the DAEL Clearinghouse. Fact Sheet 10 is also available on FactsLine by requesting document number 03010.

The 1995 budget includes $5.1 million to support both of these programs.

Additional Resources

The following resources may be requested from the DAEL Clearinghouse.

A-1 ***The Adult Education Act as amended by the National Literacy Act of 1991.***

A-25 ***State Profiles of the State-Administered Adult Education Program.***

D-8 ***Resource Guide for Discretionary National Vocational and Adult Education Programs.***

A complete list of materials from the Division of Adult Education and Literacy Clearinghouse is available by asking for the ***Bibliography of Resource Materials***. Documents with FactsLine ordering numbers may be obtained by calling our FactsLine automated document request service.

For Additional Information, Contact:

Division of Adult Education and Literacy
600 Independence Ave., SW
Washington, D.C. 20202-7240
Phone: (202) 205-8270
Fax: (202) 205-8973

FactsLine
24 Hour Automated Document Request Line
(202) 401-9570

Fact Sheet 4

ADULT LEARNING & LITERACY
Clearinghouse

March 1996

Literacy

The problem of illiteracy in the United States has become an issue of great importance in recent years. The Nation's Governors have set, as a National Goal for Adult Literacy and Lifelong Learning, that: "By the Year 2000, every American adult will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship." Adult literacy is also an integral part of **Goals 2000**, the Presidents education plan to move the nation toward the National Goals. While there is a great deal of emphasis on solving the problem, there lacks a single definition or set of statistics on illiteracy in this country. This fact sheet will give a brief overview of the major estimates and definitions for adult illiteracy in America.

DEFINITIONS

The National Literacy Act of 1991 (P.L. 102-73) defines literacy as:

> "An individual's ability to read, write, and speak in English, and compute and solve problems at levels of proficiency necessary to function on the job and in society, to achieve one's goals, and develop one's knowledge and potential."

Another definition was established for a 1985 study by the National Assessment of Educational Progress (NAEP). This definition was also used for the National Adult Literacy Survey which was completed in 1993.

> "Using printed and written information to function in society, to achieve one's goals, and to develop one's knowledge and potential."

The large number of subgroups, such as limited English-speaking, elderly, institutionalized, and others within the population makes a single definition difficult to establish. Also, the standard for measuring literacy continues to evolve to higher levels as our society becomes more technological. Jeanne Chall, a Harvard University reading researcher, has divided adults seeking literacy into three major groups:

- **Totally Illiterate**: skills that are below the fourth-grade level and the individual cannot acquire information through print.
- **Functionally illiterate**: A person who can read between the fourth and eighth grade level, is able to perform routine or uncomplicated tasks, but lacks the basic skills needed to cope well in society.
- **Marginally literate**: a person who can read between the eighth and twelfth grade level, but lacks the twelfth grade equivalence needed in a complex and technological society.

These and other definitions have been used to determine the rates of illiteracy in the U.S. These estimates range from .05% to more than 50% of the adult population. The Department of Education currently estimates the adult illiteracy rate at 21 to 23%.

ADULT PERFORMANCE LEVEL STUDY (APL)

The Federally funded Adult Performance Level study was conducted in 1975 by the University of Texas. It included a national sample of 7,500 adults. Results from this study found that 20% of the adults were functionally incompetent, 34% were marginally competent, and 46% were estimated to be fully competent or proficient. Using the 1970 census data for persons 18 to 64 years old, the APL study estimated 23 million persons to be functionally illiterate, 39 million to be marginally illiterate, and 53 million to be functionally proficient in 1970. If the APL rates were applied to the 1980 census data, 30 million people would be functionally illiterate, and 50 million would be marginally illiterate in 1980.

ENGLISH LANGUAGE PROFICIENCY STUDY (ELPS)

The English Language Proficiency Study was commissioned by the Department of Education in the fall of 1982 and conducted by the U.S. Census Bureau. It included a national sample of 3,400 adults, age 20 and over. This study estimates illiteracy at 13% of the population or 17 to 21 million persons. (based on 1980 census data)

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NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

The Educational Testing Service (ETS) conducted the NAEP survey in 1985. This was a national sample of the literacy skills of 3,600 young adults age 21-25. Three types of literacy were examined in this study:

- **Prose literacy** - understanding and using information form texts that include editorials, news stories, poem, and fiction. (8 in 10 white, 4 in 10 black, and 6 in 10 hispanic young adults were at this level or higher)
- **Document literacy** - locating and using information contained in materials that include job applications, transportation schedules, maps and tables. (7 in 10 white, 2 in 10 black and 4 in 10 hispanic young adults were at this level or higher)
- **Quantitative literacy** - applying numerical operations to information contained in printed material such as a menu, a checkbook, an order form, or a loan advertisement. (44% white, 8% black, 20% hispanic young adults were at this level)

While the NAEP study did not arrive at an overall literacy rate, Thomas Sticht, a literacy expert who wrote the forward for the report, stated "If the results can be extrapolated to reflect literacy among adults of all ages, then at least 10 million Americans lack the language and literacy skills of competent fourth grade students."

NATIONAL ADULT LITERACY SURVEY (NALS)

The Educational Testing Service (ETS) was awarded a four year contract by the National Center for Educational Statistics to develop and conduct a survey of the literacy skills among adults, age 16 to 64. Approximately 26,000 adults were assessed. The first in a series of reports from this survey was released in September of 1993. This report, titled **Adult Literacy in America**, describes adult literacy at five levels in terms of the types of literacy skills needed to use various kinds of printed and written information. This study used the same categories at the NAEP study: prose literacy, document literacy and quantitative literacy. The report also analyzes connections between literacy skills and social and economic variables such as voting, reading practices, employment and earnings. Some findings from this study indicate that:

- 21 to 23 percent or 40 to 44 million American adults demonstrated skills in the lowest of the five survey assessment levels.
- 90 million American adults scored in the two lowest levels.
- Only 34 - 40 million adults performed in the two highest levels.
- Older adults are more likely than middle-aged or younger adults to demonstrate limited literacy skills.
- Participants aged 21 to 25 had average scores that were lower than the scores of 21 to 25 year olds assessed in the 1985 NAEP Study.
- Nearly half of all adults in the lowest level on each literacy scale were living in poverty.
- Adults in prison are far more likely to perform at the lowest two literacy levels.

Other findings are discussed in more detail in the report. Additional reports to be released will provide a more detailed look at particular issues such as: literacy in the workforce, literacy in the prison population, and literacy and cultural diversity.

ADDITIONAL READING

Adult Literacy in America, A First Look at the Results of the National Adult Literacy Survey, Educational Testing Service, Princeton, NJ - 1993 (Available from the GPO Order Desk at (202) 783-3238, Stock # 065-000-00588-3, Copies of the Executive Summary are available free from the DAEL Clearinghouse. The Executive Summary is also available on FactsLine - document number 05001)

Literacy Behind Prison Walls: Profiles of the Prison Population from the National Adult Literacy Survey, Educational Testing Service, Princeton, NJ - 1994. (Available from the GPO Order Desk at (202) 512-1800. Copies of the Executive Summary are available free from the DAEL Clearinghouse. The Executive Summary is also available on FactsLine - document number 05002)

The National Literacy Act of 1991.
(Text of the Act and a Fact Sheet on the Act are available from the DAEL Clearinghouse. The Fact Sheet on the National Literacy Act is available on FactsLine - document number 01013)

Literacy: Profiles of America's Young Adults, Irwin S. Krisch and Ann Jungeblut, National Assessment of Educational Progress, Educational Testing Service, 1986. (Available from NAEP, CN 6710, Rosedale Road, Princeton, NJ 08541-6710)

For Additional Information, Contact:

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600 Independence Ave., SW
Washington, DC 20202-7240
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(202) 401-9570

Fact Sheet 5

ADULT LEARNING & LITERACY

Clearinghouse

March 1996

Volunteerism

The Volunteer Advantage

The use of volunteers in instruction affords a number of advantages to adult education learners and programs, including: lower cost services; more flexibility in class scheduling; more personalized, less-threatening environments for instruction, more opportunities for mentoring, individualized instruction, and flexible pacing and greater services for the homebound.

Volunteerism Expanding and Changing

Along with the enormous growth in volunteerism in adult education have come changes and improvements in the way volunteers are trained and managed. Today's volunteers tend to receive more organizational support, benefits and comprehensive training than volunteers of the past. In exchange, many volunteers have more extensive work responsibilities and can be subject to more regulation.

Characteristics of Volunteer Instruction

Individual tutoring is the norm in most literacy instruction, while small group tutoring is more common in ESL. Instructional methods vary depending on the program's philosophy, the learner's personal goals and learning style. Some organizations stress the use of phonics in instruction, while others adhere to the Freirean method, whole language or other approaches. Tutors and their learners meet an average of 4 hours per week, studying in offices, libraries or homes.

Federal Volunteer Efforts

- **Division of Adult Education and Literacy**
  600 Independence Ave., SW
  Washington, DC 20202-7240
  (202) 205-9872.

Under the Federally-funded State administered adult education program authorized by the Adult Education Act, as amended by the National Literacy Act of 1991, each State reports the use of volunteers. Of the 99,482 active volunteers, one half serve primarily as tutors on a one-to-one basis and in small group settings in basic literacy and English as a second language classes. The remainder serve in supportive roles.

- **Corporation for National Service**
  1100 Vermont Avenue, NW
  Washington, DC 20525
  (202) 606-5000.

The Corporation for National Service administers AmeriCorps and the National Senior Service Corps, two programs which utilize the skills, talents and experiences of volunteers to address the educational needs of the nation.

- **Volunteers in Service to America (VISTA)** is one of two components within AmeriCorps. VISTA is a full-time, yearlong program for men and women age 18 and older who commit themselves to increasing the capability of low-income people to improve the conditions of their own lives. VISTA volunteers serve in rural or urban areas or on Indian reservations, sharing their skills and experience in fields such as employment training, literacy, housing, health education, and neighborhood revitalization. Approximately 4,000 VISTA volunteers are currently serving.

- **The National Senior Service Corps** is composed of 3 programs, involving over 470,000 volunteers. Senior volunteers serve in 1,223 local projects and devote an annual total of over 111 million hours of service to local communities. National Senior Service Corps programs include: the Foster Grandparent Program; the Senior Companion Program; and the Retired and Senior Volunteer Program (RSVP).

- **Office of Educational Research and Improvement**
  Library Programs
  600 Independence Avenue, SW
  Washington, DC 20202
  (202) 219-1315.

The Office of Educational Research and Improvement's Library Literacy Programs provide grants to State and local public libraries for the support of literacy programs. Grant funds are used to coordinate and plan library literacy programs, and arrange training of librarians and volunteers to carry out such programs for adults. These funds also support the use of facilities for dissemination and acquiring literacy materials designed to improve the literacy levels of illiterate and functionally illiterate adults. For 1995, $8 million was appropriated for this program.

National Literacy Efforts

National organizations that promote adult literacy through the use of volunteers and available resources include the following:

- **Laubach Literacy Action (LLA)**
  1320 Jamesville Avenue, Box 131
  Syracuse, New York 13210
  (315) 422-9121.

Laubach Literacy Action (LLA) currently uses an estimated 80,330 trained volunteer tutors to provide basic literacy and English as a second language instruction to some 126,727 students on a one-to-one basis in 47 States.

- **Literacy Volunteers of America (LVA)**
  5795 Widewaters Parkway
  Syracuse, New York 13214-1846
  (315) 445-8000.

Literacy Volunteers of America (LVA) serves over 63,272 adult students via approximately 45,082 trained volunteer tutors in providing basic literacy and English as a second language instruction in 43 States.

For Additional Information, Contact:

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Fact Sheet 6

ADULT LEARNING & LITERACY

Clearinghouse

March 1996

The Division of Adult Education and Literacy (DAEL) Clearinghouse

Purpose

The DAEL Clearinghouse was established in 1981 to link the adult education community with existing resources in adult education, provide information which deals with State-administered adult education programs funded under the Adult Education Act (P.L. 100-297), as amended by the National Literacy Act of 1991 (P.L. 102-73), and provide resources that support adult education activities.

Sponsor

U.S. Department of Education, Office of Vocational and Adult Eduction (OVAE), Division of Adult Education and Literacy, (DAEL).

Services

The DAEL Clearinghouse responds to requests for information on adult education and literacy related issues. It provides referral services, produces and disseminates publications, and operates an automated document retrevial service.

Publications

More than 400 documents are available for dissemination including: The Adult Education Act; The National Literacy Act; fact sheets on adult education; directories on various programs and resources; literacy materials; papers on selected adult education subjects; selected curricula, handbooks, and program guides. Materials disseminated from the Clearinghouse include those that were produced by OVAE staff, produced under contract with the Department, developed as part of a state-funded project under Section 353 of the Adult Education Act, or publications reproduced from other organizations. Materials are included on a wide range of subjects, such as:

- Adult Secondary Education
- Workplace Literacy
- Correctional Education
- Technology
- Adults with Disabilities/Special Learning Needs
- English as a Second Language (ESL)
- Family Literacy
- Older Persons
- Staff Development
- Volunteers
- Education for the Homeless
- Adult Basic Education Programs
- Literacy Programs

The Clearinghouse produces a ***Bibliography of Resource Materials*** that lists all documents currently available for dissemination.

Newsletter

The Clearinghouse disseminates the ***A.L.L. Points Bulletin*** newsletter published by the Division of Adult Education and Literacy. The ***A.L.L. Points Bulletin*** is published quarterly and focuses on areas of interest in adult education and literacy. To receive a free subscription to the newsletter, write and ask to be placed on the mailing list.

Resource Update

A publication titled **Resource Update** which lists order numbers, bibliographic information, and a brief summary of resources recently added to the Clearinghouse collection is sent quarterly to Clearinghouse clients. To receive this mailing, ask to be placed on the Clearinghouse mailing list.

Dissemination Activities

The Clearinghouse disseminates information in response to requests from the field. Materials are also disseminated through conferences and meetings and by targeted mailings.

Access

- All Clearinghouse materials and services are free of charge.
- Requests for information or single copies of documents may be sent in writing to the address below. To expedite processing, please enclose a self-addressed mailing label.
- The Clearinghouse is open to the public from 8:00 a.m. to 4:00 p.m. daily. It is located at 330 C Street, SW, Washington, D.C., Room 4414.
- Requests may be sent via E-mail to: Tammy_Fortune@ed.gov

FactsLine

The Division of Adult Education and Literacy Clearinghouse has an automated document request line. Get information fast, 24 hours a day, on topics such as: adult education research, family literacy, workplace literacy, the National Adult Literacy Survey, volunteerism, technology, staff development, and much more!!

You may call using any touch tone phone and request information by entering the document number. Your request will be instantly sent to the fax number you provide.

Call FactsLine today at
(202) 401-9570

Request an index of available documents and document numbers by pressing 1 at the voice prompt.

Note: You pay only for the initial phone call through your regular phone service. Faxing of the documents is free of charge and will not appear on your phone bill.

For Additional Information, Contact:

Tammy Fortune, Rick Gallmon, or Laurette Crum

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Fact Sheet 7

ADULT LEARNING & LITERACY
Clearinghouse

March 1996

Literacy Education for Older Adults

Funding and Eligibility

The Federally funded, State-administered adult education program authorized under the Adult Education Act (Public Law 102-297), as amended by the National Literacy Act of 1991 (Public Law 102-73), provided over $254 million to the 57 States and outlying areas for program year 1994. In addition to the Federal contribution, States will contribute over $830 million to operate adult education programs. These programs provide services to adults who are 16 years of age and older who are beyond the age of compulsory school attendance under State law, and lack sufficient educational skills to function effectively in today's society. Basic education and English as a second language classes were offered to older adults through local education agencies, community colleges, nursing homes, senior centers, private homes, and community based organizations, churches, and libraries.

Participation

Of the 41,399,000 adults 60 years of age and over in the United States, 8,900,000 have had 8 years of schooling or less (1990 census data). This figure is an increase in the number of 60 plus with eighth grade attainment and less, up from seven million from the 1980 Census.

More than 3.7 million adults were served in the adult education program in 1994. Of this number, 216,173 were 60 years of age or older as compared to 391,364 served in the 45-59 age group. Approximately 607,000 or about 16 percent of all persons served in adult education programs were 45 years of age or older.

The Federal adult education program addresses the needs of older adults by emphasizing functional competency and grade level progression, from the lowest literacy level to providing English as a second language instruction, through attaining the General Educational Development (GED) Certificate. States operate special projects to expand programs and services for older persons through individualized instruction, use of print and audiovisual media, home-based instruction, and curricula focused on coping with daily problems in maintaining health, managing money, using community resources, understanding government, and participating in civic activities.

States' Involvement

During Program Year 1994, six states served a significant number of older persons:

Florida	52,026
California	61,633
Michigan	13,516
Iowa	10,104
Hawaii	9,369
Texas	8,447

For Additional Information, Contact:

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Participation of Adults Age 60 Plus in Adult Education Programs 1994

State or Other Areas	Adults Age 60 Plus
Alabama	2,803
Alaska	189
Arizona	878
Arkansas	2,788
California	52,026
Colorado	462
Connecticut	1,536
Delaware	107
District of Columbia	201
Florida	61,633
Georgia	3,874
Hawaii	9,369
Idaho	153
Illinois	4,633
Indiana	781
Iowa	10,104
Kansas	366
Kentucky	715
Louisiana	767
Maine	547
Maryland	1,769
Massachusetts	513
Michigan	13,516
Minnesota	1,104
Mississippi	531
Missouri	1,496
Montana	102
Nebraska	122
Nevada	310
New Hampshire	134
New Jersey	539
New Mexico	690
New York	5,755
North Carolina	4,065
North Dakota	75
Ohio	2,715
Oklahoma	1,227
Oregon	854
Pennsylvania	2,086
Rhode Island	132
South Carolina	4,751
South Dakota	89
Tennessee	5,101
Texas	8,447
Utah	404
Vermont	199
Virginia	1,074
Washington	1,070
West Virginia	353
Wisconsin	958
Wyoming	72
Puerto Rico	1,941
Guam	17
Northern Mariana Islands	1
Virgin Islands	29
TOTAL:	**216,173**

Fact Sheet 9

ADULT LEARNING & LITERACY
Clearinghouse

March 1996

Adult Basic Education Programs for Adults with Disabilities

What:

In program year 1994, Adult Basic Education (ABE) programs funded under the Adult Education Act served over 3.7 million people in adult basic, adult secondary, and English as a second language programs.

Who:

Participants in education programs for adults with disabilities are aged 16 and over, and may include those who are: **blind and partially sight impaired, deaf and hard of hearing, emotionally or mentally ill, learning disabled, developmentally disabled, and physically disabled.** These individuals are beyond the age of compulsory school attendance under State law, and lack sufficient educational skills to function effectively in society.

Where:

Adult education programs are located throughout the 57 States and Territories. In program year 1994, 172,940 adults with disabilities were enrolled in programs located in local educational agencies, community colleges, community based organizations, mental hospitals, rehabilitation and correctional facilities, and other facilities which serve people with disabilities.

How:

Adult education programs are federally funded, through formula grants, and are state-administered. Local education agencies, institutions, community-based organizations, and other organizations submit proposals for funding to the State. Adult education programs are modified to include large print for adults with low vision, interpreters for the deaf and hard of hearing, and audiocasette tapes for adults with learning disabilities. Other methods and techniques are also used, including the use of assistive technology, multi-sensory curriculums, telecommunications, and computers to ensure that adult education programs are accessible to all adults with disabilities.

Contacts:

To learn more about how adults with disabilities may participate in adult education programs, contact:

- **Your State Director of Adult Education.**
  A list of state directors of adult education is available from the DAEL Clearinghouse. The list is also available on FactsLine. Call (202) 401-9570 and enter document number 00000.

- **American Rehabilitation Association**
  1910 Association Drive, Suite 200
  Reston, Virginia 22091
  (703) 648-9300

- **American Foundation for the Blind**
  11 Penn Plaza, Suite 300
  New York, New York 10001
  (212) 502-7600

U.S. Department of Education • Division of Adult Education and Literacy • Washington, D.C. 20202-7240

- **National Rehabilitation Association**
  633 South Washington Street
  Alexandria, Virginia 22314
  (703) 836-0850

- **American Optometric Association**
  1505 Prince Street, Suite 300
  Alexandria, Virginia 22314
  (703) 739-9200

- **Deafness Education Advocacy Foundation**
  104 East Seventh Place
  St. Paul, Minnesota 55101
  (612) 296-7393 Voice/TDD

- **Learning Disabilities Association of America (LDA)**
  4156 Library Road
  Pittsburgh, Pennsylvania 15234
  (415) 341-1515

- **Job Accommodation Network (JAN)**
  West Virginia University
  918 Chestnut Ridge Road, Suite 1
  P.O. Box 6080
  Morgantown, West Virginia 26506-6080
  (304) 293-7186

- **National Association for Adults with Special Learning Needs (NAASLN)**
  P.O. Box 716
  Bryn Mawr, Pennsylvania 19010
  (610) 525-8336

- **National Adult Literacy and Learning Disabilities Center**
  Academy for Educational Development
  1875 Connecticut Avenue, NW, 8th Floor
  Washington, DC 20009
  (202) 884-8178

- **HEATH Resource Center**
  Suite 800, One Dupont Circle, NW
  Washington, DC 20036
  (202) 939-9320

- **U. S. Department of Justice**
  Civil Rights Division
  Coordination and Review Section/
  Americans with Disabilities Act
  P.O. Box 66738
  Washington, DC 20035-6738
  (800) 514-0301 Voice
  (800) 514-0383 TDD

- **Regional Disability and Business Technical Assistance Centers for the Americans with Disabilities Act** (ADA) (DBTACs)
  1-800-949-4232 Voice/TDD

- **National Association of Protection and Advocacy Systems**
  Suite 211, 900 Second Street, NE
  Washington, DC 20002
  (202) 408-9514 (Voice)
  (202) 408-9521 (TDD)

- **National Organization on Disability**
  910 Sixteenth Street, N.W.
  Washington, DC 20006
  (202) 293-5960

- **Contact Center, Inc.**
  P.O. Box 81826
  Lincoln, Nebraska 68501
  (800) 228-8813 (National Literacy Hotline)

For Additional Information, contact:

Laurette Crum

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Fact Sheet 10

ADULT LEARNING & LITERACY
Clearinghouse

March 1996

Correctional Education

What is Correctional Education?

Correctional education is that part of the total correctional process that focuses on changing the behavior of offenders through planned learning experiences and learning environments. It seeks to develop or enhance knowledge, skills, attitudes, and values of incarcerated youth and adults. Although literacy does not guarantee a better life outside prison walls, illiteracy guarantees a higher recidivism rate. It is estimated that over fifty percent (50%) of the offenders released from institutions each year will return within one year.

What Should Be Included in the Adult Education Programs for the Incarcerated?

Adult education and literacy training for inmates should include the core basic skills of reading, writing, calculating, speaking, listening, and problem solving. Instruction should also focus on job skills and life skills. The goal of instruction should be to upgrade educational skills to enhance opportunities for employment and fulfilling individual potential.

The Correctional Population

Generally, the adult correctional population is poor, unskilled, and unemployed or underemployed. Only forty percent (40%) of the correctional population, as compared with eighty-five percent of the U.S. population, have completed high school. Estimates of illiteracy among inmates run as high as fifty percent (50%).

- Under the jurisdiction of state and federal correctional authorities there were 1,035,048 men and 69,028 women as of June 1995.

- As of June 1994 there were 482,717 adults in local jails.

- As of December 31, 1994, the total incarceration rate reached 565 inmates per 100,000 U.S. residents.

- Between 1980 and 1984, the total number of people held in Federal and state prisons and local jails tripled, from 501,886 to 483,410.

(Statistics from the Department of Justice 1995 Mid-Year Report.)

Federal Programs

Adult Education Act

Basic Grant Program

The Adult Education Act, as amended by the National Literacy Act of 1991 (P.L. 102-73), authorizes grants to State educational agencies for adult basic and secondary education programs. The Act requires that at least 10 percent (10%) of the States grant be used for educational programs for criminal offenders in correctional institutions and for other institutionalized adults. For further information on funding for correctional education under the Adult Education Act Basic Grant Program, contact your State Director of Adult Education.

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Literacy and Life Skills Programs for State and Local Prisoners

The National Literacy Act of 1991 established two new discretionary grant programs for services to the incarcerated. These programs provide grants to establish (1) demonstration or system-wide functional literacy programs for adult prisoners, and (2) programs designed to reduce the recidivism through the development and improvement of life skills for reintegration into society. State and local corrections or correctional education agencies may apply for grants under these two programs.

Perkins Act

Basic Grant Program

The Carl D. Perkins Vocational and Applied Technology Education Act authorizes grants to state educational agencies for vocational education programs. The Act requires that one percent of the states' grant be used for vocational education programs for juvenile and adult criminal offenders in correctional institutions. For further information on funding for correctional education under the Perkins Act Basic State Grants program, contact your State Director of Vocational Education.

Cooperative Demonstration Program: Correctional Education

The Perkins Act authorizes the Secretary of Education to carry out, directly or through grants and contracts with eligible entities, programs and projects that support examples of successful cooperation between the private sector and public agencies in vocational education. Recently, the Department has awarded grants under the Cooperative Demonstrations program to vocational education programs that serve criminal offenders. Eligible applicants include: state and local educational agencies; postsecondary institutions; institutions of higher education; and other public and private agencies, organizations and institutions.

References

National Center for Education Statistics, prepared by Educational Testing Service under contract with NCES, OERI, U.S. Department of Education, *Literacy Behind Prison Walls: Profiles of the Prison Population from the National Adult Literacy Survey,* October 1994.

Lawrence Greenfield and Stephanie Minor-Harper, *Women in Prison*, Washington, DC: U.S. Department of Justice - March 1991.

Between Prison and Probation, Intermediate Punishments in a Rational Sentencing System, Oxford University Press, New York, New York, 1990.

Contacts:

- Correctional Education Association (CEA)
  4380 Forbes Boulevard
  Lanham, Maryland 20706
  (301) 918-1915
  Fax: (301) 918-1900

- National Institute of Corrections
  Information Center
  1790 30th Street #130
  Boulder, Colorado 80301

- Criminal Justice Institute
  Spring Hill West
  West Salem, New York 10590
  (914) 533-2000

For Additional Information, Contact:

Richard Smith or Carolyn Fuqua

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U.S. Department of Education
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Carolyn_Fuqua@ed.gov

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Fact Sheet 12

ADULT LEARNING & LITERACY
Clearinghouse

March 1996

Adult Secondary Education

The Adult Secondary Education Program

The Federally funded, State-administered Adult Education Act (Public Law 100-297) as amended by the National Literacy Act of 1991 (Public Law 102-73), permits State education agencies to use not more than 20 percent of their Federal allotment for Adult Secondary Education (ASE) Programs. In FY 1994, adult education programs had an enrollment of 3.7 million adults. Of the adults enrolled in adult secondary education programs, 498,000 received a GED diploma and 90,472 received an adult secondary education diploma.

Individual goals are set by each participant as he or she enrolls in the program; most would agree that obtaining a high school diploma, or its equivalent, should become one of the most important goals for those participants who have not completed high school. Both research and practice suggest that this common perception is a sound one: a high school credential serves not only as a benchmark in the educational process but is a vital link to lifelong learning. High school completion is the objective of the Adult Secondary Education program.

Who are likely candidates for adult secondary education? They are students who did not complete high school and are aged 16 and older. According to the 1990 statistics of the U.S. Bureau of Census, they number more than 44 million adults.

Whatever their reasons for not completing a traditional high school education program, these adults are among the prime potential beneficiaries of lifelong learning. As demand has risen, states have responded by expanding program options. Currently the three most common adult secondary learning options are:

- the GED Tests;
- the National External Diploma Program (NEDP); and
- the Carnegie Unit Program.

The GED Tests and the NEDP are both national programs with established criteria, administered by the American Council on Education. Carnegie Unit Programs are designed by and offered through local school systems.

General Educational Development (GED) Diploma

A majority of all adult secondary education students are preparing for the GED Tests. The GED Tests are offered in each state through GED Administrators, who appoint GED examiners at the local level to actually administer the tests to students. Successful completion of the series of five tests (mathematics, interpreting literature, science, social studies, and writing skills) leads to a diploma of high school equivalency. The GED Testing program is responsible for one out of every seven high school diplomas awarded in the United States every year. The average age of GED graduates in the U.S. and it's territories was 25.

National External Diploma Program (NEDP)

The National External Diploma Program is, like the GED Tests, a national program administered by the American Council on Education with established criteria for completion. It awards a traditional high school diploma to skilled adults, over age 21, who have acquired their high school level abilities through life experience. The average age of the EDP graduate is 37 years. The External Diploma process requires adults to demonstrate their ability in a series of simulations that parallel job and life situations, there are no required courses to complete. It is frequently the choice of adults for whom testing and curriculum-based classroom instruction have been barriers to high school completion. Adult abilities are evaluated against established national performance criteria instead of by comparison with others. The competencies they must demonstrate parallel those expected of a skilled employee as determined by the Workforce 2000 research, including oral and written communication, computation, and ability to manipulate and analyze data in context. The External Diploma Program (EDP) is based on an extensive pilot effort in New York State. The program has been implemented in 13 states and awarded more than 10,000 high school diplomas to adults.

Carnegie Unit Programs

Carnegie Unit Programs have no national administrative organization or criteria for completion. They are designed by and offered through local school systems. All require accumulation of units of credit based on a prescribed number of hours of classroom instruction. However, the number of classroom hours required to comprise a unit, as well as the number of units required to qualify for a high school diploma, may vary from state to state and even among local school systems. Many types of delivery systems have evolved for Carnegie Unit Programs.

Resources

- Additional information on adult secondary education programs is available from the State Director of Adult Education in your State. A list of State Directors is available from the Division of Adult Education and Literacy Clearinghouse.

- The GED Hotline: 1-800-62-MY-GED

- American Council on Education, External Diploma Program, One Dupont Circle, Washington, DC 20036-1193
  (202) 939-9475

For Additional Information, Contact:

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Fact Sheet 14

ADULT LEARNING & LITERACY

Clearinghouse

March 1996

Family Literacy

What

Family literacy programs attempt to break the cycle of intergenerational illiteracy by providing services to both parent and child. Parents and their children are taught academic skills and are brought together for learning activities. Parents are offered instruction in parenting skills such as nurturing, educating, disciplining, and parent/child communication. Family literacy programs vary from one community to another as each program attempts to meet the needs of the community and of the participants in the program.

Family literacy programs require cooperation between adult educators and early childhood educators. A program may enroll parents during the school day or in the evening if parents are employed. Children receive instruction in academic and social skills but also spend time with their parents and the program staff so both parents and children can work together on communication skills enhancement and interaction.

Who

Participants in family literacy programs often lack the basic literacy skills and the positive self concepts needed to encourage their children to do well in school or help their preschool children develop the necessary skills to help them do better later in life. The participants include: children, single parents, low income parents, and parents of children in Head Start, Even Start, and Title I of the Improving America's School Act programs.

Why

Parent involvement in children's schools influences student achievement, attendance, motivation, self concept, and behavior. Children whose parents read to them, have books in the home, have a positive attitude toward school, and demonstrate high achievement expectations, tend to become higher achievers than those of parents who do not. Adults who have not mastered the basic skills cannot model appropriate literacy behavior and often pass on to their children the attitudes and abilities that keep them from breaking the cycle of illiteracy.

How

The notion that the educationally disadvantaged parent and child are a learning unit and could benefit from shared learning experiences has led to the formation of family literacy programs to improve the literacy skills of both parents and children. In many family literacy programs, parents are taught basic literacy skills, and, at the same time, are provided direct instruction in how to share those skills with their children. Components of family literacy programs usually include school based skills, planned conversation periods, handling everyday tasks and duties, and parent-child interaction, including playing with children and language enrichment.

Resources

- National Center for Family Literacy
  325 West Main St.,
  Louisville, KY 40202-4251
  (502) 584-1133

- Even Start Family Literacy Program
  U.S. Department of Education
  Compensatory Education Programs
  600 Independence Ave., SW
  Washington, D.C. 20202
  (202) 260-0996

- Head Start Program
  Administration for Children, Youth and Families
  Department of Health and Human Services
  Washington, D.C. 20201-0001
  (202) 205-8399

- Job Opportunities and Basic Skills Training Program (JOBS)
  Administration for Children and Families
  370 L'Enfant Promenade, SW
  Washington, D.C. 20447
  (202) 401-4619

- Office of Library Programs
  Library Literacy Program
  Office of Educational Research and Improvement
  555 New Jersey Avenue, NW
  Washington, D.C. 20208-5571
  (202) 219-2293

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Fact Sheet 16

ADULT LEARNING & LITERACY
Clearinghouse

March 1996

Workplace Literacy

What is Workplace Literacy?

Workplace literacy programs focus on the literacy and basic skills training workers need to gain new employment, retain present jobs, advance in their careers, or increase productivity. Curricula are developed by educators, working with employers and employee groups, who assemble written materials used on the job and who analyze specific jobs to determine what reading, computation, speaking and reasoning skills are required to perform job tasks effectively. By their nature, successful efforts to institute workplace literacy programs require strong partnerships among educators, employers and employees.

Who Participates?

Workers may be identified for participation in the programs by the employer, or they may identify themselves as interested in basic skills training. Workers may participate in programs to upgrade basic skills in order to deal with new technology or to transfer to new positions as old jobs are phased out. Other workers may receive English as a second language training to increase productivity or make them eligible for promotion. Workers also may learn speaking, listening, and problem-solving skills to maximize efficiency and participation in team work. Workplace literacy programs may be used to train new hires or may be used to train pools of applicants who will be screened for hiring by employers.

Why are Workplace Literacy Programs Needed?

A structural shift in the American economy from goods-producing to service-producing industries by the year 2000 will put most new jobs in management, sales and service. The number of minorities and women will increase as a percentage of the workforce, and these groups will need training to qualify for jobs requiring further education. In addition to upgrading their basic skills, workers will also need skills for team work, goal setting, problem solving, as well as participative management. Life cycles for products and processes have been shortened and future jobs may be restructured about every seven years. Continuous learning and reskilling will therefore be a top priority in order to develop qualified people for available jobs.

How are Workplace Literacy Programs Established?

Most workplace literacy programs throughout the United States have been established without Federal assistance. Large businesses and industries frequently establish their own programs. Small organizations may pool resources to establish centers where training designed for a particular type of industry can be offered. Obtaining the cooperation of employee groups and designing a program to meet the mutual goals of employers and employees is essential. Programs are best presented as joint skill-development efforts, career enhancement programs, or other programs acceptable to adult learners in a working environment. Usually employers offer release time which employees match with an equal share of personal time devoted to training. Employers and employee groups work together to establish on-site or nearby training locations.

What is the National Workplace Literacy Program?

Section 371 of the Adult Education Act as amended by the National Literacy Act of 1991 authorizes the Secretary to make demonstration grants for job-related programs of literacy and basic skills that result in new employment, continued employment, career advancement or increased productivity for workers. Federal assistance in establishing workplace literacy programs is available through a competitive grant process under the U.S. Department of Education's National Workplace Literacy Program. The Federal government pays 70% of the costs of setting up the program, and a 30% match is required from the partners.

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What Kinds of Projects are Funded?

This highly competitive program has awarded $118.9 million for 299 demonstration projects in 41 states, the District of Columbia, Puerto Rico, and Guam since its establishment in 1988. Funding levels have increased from $9.5 million, awarded to 37 projects in 26 states, in FY 1988 to $18.5 million awarded to 45 projects in 27 States in FY 1994. The FY 1994 cycle ends in the summer of 1997.

Partnerships vary with each project. Awards have been made to partnerships including state education agencies, local education agencies, universities, community colleges, community-based organizations, businesses, for-profit and non-profit industries, labor unions, and private industry councils.

Who Conducts These Programs?

Grants are made to a partnership including at least one partner from group (a) and group (b) below:

(a) a business, industry, labor organization or private industry council; and

(b) a State or local education agency, an institution of higher education or school (including an area vocational school, an employment and training agency, or community-based organization).

Each project must be designed to improve the productivity of the workforce through one or more of these options:

- providing adult literacy and other basic skills services or activities;
- providing adult secondary education services and activities that may lead to the completion of a high school diploma or its equivalent;
- meeting the literacy needs of adults with limited English proficiency;
- upgrading or updating basic skills of adult workers in accordance with changes in workplace; requirements, technology, products or processes,
- improving the competency of adult workers in speaking, listening, reasoning and problem solving; or,
- providing for adult workers educational counseling, transportation, and child care services during non-working hours while the workers participate in the project.

What Resources are Available?

The Clearinghouse offers at no cost the following documents relating to workplace literacy:

BI-80 ***Annotated Bibliography of Workplace Literacy Materials.***

BI-78 ***Does Your Company Need a Workplace Literacy Program?***

BI-77 ***National Workplace Literacy Program: 1994 Award Abstracts.***

BI-79 ***Availability of Products from the National Workplace Literacy Program, 1992-1993.***

These documents may be ordered by sending a written requset to the address below.

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